

Tuen Mun Government Secondary School

Annual School Plan 2016/2017

Major Concern 1: To enhance the learning efficiency for academic excellence

| Strategies | Time scale | Success criteria | Method of evaluation | People responsible | Resources required |
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| 1.1 All students are encouraged to improve their learning. | | | | | |
| 1.1.2 Enhancing assessment for learning to cater for students' diverse needs. | Throughout the year | <ol style="list-style-type: none"> 1. Teachers incorporate active learning strategies* in their lesson design to check students' understanding to ensure the overall effectiveness of their learning. 2. Teachers provide effective feedback to students to cater for students' diverse needs. 3. Teachers and students make use of performance data to adjust individual learning goals and learning progress. | <ul style="list-style-type: none"> - Evaluations of departmental programme plans / minutes - Peer lesson observation - Professional dialogue among teachers - ECA record - Record of open international examination participation | Subject departments, KLA coordinators, TAs | I.T. support |
| 1.1.3 Reinforcing students' reflective habits in academic development | Throughout the year | <ol style="list-style-type: none"> 1. Over 80% of teachers promote reflective classrooms where students give written or oral reflection of their learning. 2. Over 70% of students demonstrate that they are self-regulated learners who | <ul style="list-style-type: none"> - Evaluations of departmental programme plans / minutes, - APASO Survey - Stakeholder' survey - Lesson observation, - Inspection of assignments, - Learning Diary - Feedback form | Major Concern 1, SSE Team, Subject departments, KLA coordinators | |

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| | | are ready to set learning goals, engage in self-directed learning process and evaluate their learning. The Learning Diary shows record of students' reflective habits. | | | |
| 1.2 An active learning environment is created for students. | | | | | |
| 1.2.2 Facilitating students' learning with I.T. support | Throughout the year | <ol style="list-style-type: none"> 1. The school library is open for students to use computers to enhance their learning during lunch time and after school. 2. Students are awarded for their active learning through e-learning platforms. 3. An I.T. corner is set up in the campus for students to use I.T. devices to enhance learning. 4. The e-resource banks of subject departments on e-platforms are enriched and updated to facilitate active learning. | <ul style="list-style-type: none"> - Feedback from teachers and students - Evaluation of departmental programme plans, minutes - Lesson observation | IT Committee, ECA/OLE Team Subject departments, KLA coordinators | Extra funding and I.T. support |
| 1.2.3 Strengthening the reading culture | Throughout the year | <ol style="list-style-type: none"> 1. All four houses organize reading activities for their members. | <ul style="list-style-type: none"> - Evaluation of departmental programme plans / minutes - Library documents | Subject departments, KLA coordinators, Careers Team, | Extra funding |

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| | | <p>2. Reading Across Curriculum (RAC) Team promotes an active reading culture in junior secondary levels at school.</p> <p>3. All subject departments implement reading-to-learn in their curriculum.</p> | - Evaluation of Reading to Learn Committee | Library Teacher, RAC Team House masters / mistresses | |
| 1.3 Teachers' capacity is enhanced for life-long learning. | | | | | |
| 1.3.1 Teachers' professional culture through collaborative work. | Throughout the year | <p>1. Over 80% of subject teachers agree that the collaborations with colleagues can enhance their teaching effectiveness.</p> <p>2. Over 90% of teachers participate in learning circles to enhance their professional development.</p> <p>3. A culture of professional exchange is fostered among teachers of the sister school or cluster school.</p> | - Teachers' feedback and records of Learning Circles. | HODs, KLA coordinator, Professional Development Team (for teachers) Curriculum Planning Team Subject teachers | |
| 1.3.2 Polishing teaching strategies to create an interactive learning atmosphere | | 1. Each teacher uploads the teaching strategy / teaching materials of at least one topic to the shared folder of the subject department per school | <ul style="list-style-type: none"> - Staff development record - APASO Survey - Stakeholder Survey - CPD documents | <ul style="list-style-type: none"> - Academic Enhancement Committee - SSE Team | Extra funding and professional support |

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| | | <p>term.</p> <p>2. Subject departments take turns to share their teaching strategies / practices in staff meetings and HODs meeting.</p> | | | |
| 1.3.3 Enriching teaching effectiveness through evaluation in different perspectives | | <p>1. Over 80% of subject teachers engage in professional dialogue on peer's lessons at least twice a school year.</p> <p>2. Lesson study groups share their good practice in class with those who might not be part of their lesson study group.</p> | <ul style="list-style-type: none"> - Evaluation of departmental programme plans, minutes Records of Learning Circles - Peer lesson observation documents - Records of individual teachers' teaching journal. | - SSE Team | |

Remark:

* Examples of active learning strategies are discussion, practice / application of the learnt knowledge and adoption of student-led approach.

Major concern 2: To promote a caring culture and thankfulness

| Strategies | Time scale | Success criteria | Method of evaluation | People responsible | Resources required |
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| 2.1 Students realize the importance of building a caring community. | | | | | |
| 2.1.1 Enhancing students' awareness of ability, cultural and values diversity among people and problems arising from the diversified community | Throughout the school year | <ol style="list-style-type: none"> 1. Students show more care, respect and concern while understanding multiple identities and diversities in society. 2. Increase students' level of participation and contribution in public affairs concerning the community. | - Evaluation reports and ECA records | Community Service Team, Civic Education Team, Current Affairs Club, departments | No extra resources required |
| 2.1.2 Helping students to recognize the importance of positive communication | Throughout the school year | <ol style="list-style-type: none"> 1. Over 80% of TMGSS students attends courses and learn "positive communication skill". 2. A positive communication culture is created in school and at home. | - Evaluation reports and ECA records | Guidance & Counselling Team, Moral & Life Education Committee | No extra resources required |
| 2.2 Virtues of care are nurtured in students. | | | | | |
| 2.2.1 Encouraging senior form students and alumni to help other students | Throughout the school year | <ol style="list-style-type: none"> 1. The S2 Mentorship Scheme to support S2 students is successfully set up. 2. Increase in alumni's participation in mentorship scheme, life-planning activities and in introducing jobs and profession through video clipping. 3. Senior form students show willingness to adopt student-led approach to design activities for the juniors. | - Evaluation reports and ECA records | Prefect Association, Student Association, Alumni Association, Careers Team, houses, clubs and other teams | No extra resources required |

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| <p>2.2.2 Helping students understand the hardship of people around and in society</p> <p>i. Organize talks or forum on social issues.</p> <p>ii. Organize debates on alleviating people's hardship.</p> <p>iii. Upload stories of hardship of people on to the school intranet.</p> | <p>Throughout the school year</p> | <p>1. Over 80% of TMGSS Students attend talks to learn about difficulties met by different walks of life.</p> <p>2. Junior form students complete their reading assignments on people's life stories.</p> <p>3. Senior form students understand the hardship of others through visits, interviews and preparing life stories of others.</p> | <p>- Evaluation reports and ECA records</p> | <p>CYC, RAC, Chinese & English Department, Library, HMSC Department, LS Department</p> | <p>No extra resources required</p> |
| <p>2.2.3. Enhancing students' ability to care about people without boundaries</p> <p>i. Expose students to different contexts to understand people and society.</p> <p>ii. Conduct sharing sessions after voluntary activities.</p> | <p>Throughout the school year</p> | <p>1. Students make a difference in their own life through services or donation to the community.</p> <p>2. Students honor the feeling of others by active listening and sharing their care.</p> | <p>- Evaluation reports and ECA records</p> | <p>Moral & Life Education Team and Community Service Team</p> | <p>No extra resources required</p> |
| <p>2.3 Virtues of thankfulness are nurtured in students.</p> | | | | | |
| <p>2.3.1 Encouraging students to express their thankfulness</p> <p>i. Organize writing competition and writing class.</p> <p>ii. Adopt student-led approach to organize a Thankful</p> | <p>Throughout the school year</p> | <p>1. Students (S1-S6) show their thankfulness to teachers and parents through writing.</p> <p>2. A Thankful Week is organized by students to express their love to teachers and parents.</p> | <p>- Evaluation reports and ECA records</p> | <p>Student Association, English & Chinese Departments and ECA Team</p> | <p>No extra resources required</p> |

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| 2.4 Students develop into leaders of tomorrow showing social responsibility. | | | | | |
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| 2.4.1 Introducing volunteerism and social responsibility to students i. Organize talks to understand service learning and voluntary services in Hong Kong ii. Provide training for volunteers iii. Reward students with good voluntary services iv. Support students to apply for voluntary services | Throughout the school year | 1. Over 50 % of students is engaged in voluntary services held outside the school. 2. All student leaders develop as civic-minded citizens through service learning. | - Evaluation reports and ECA records | Rotary Club & All functional teams | No extra resources required |
| 2.4.2 Encouraging students to address the needs of the world i. Organize talks and other activities to address the needs of the world ii. Provide reading materials on world problem | Throughout the school year | 1. 85% of students is engaged in activities addressing the needs of the world. 2. Students write year-end reflection to show their concern towards the problems of the world. | - Evaluation reports and ECA records | Student Association, English, Chinese & LS Departments, ECA Team, Civic Education Team, Current Affairs Club, Environmental Education Committee | No extra resources required |